

VISIT...

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Tutor Teaching Tips

Lesson 49: Diphthong /ou/ • Part 1

MATERIALS

Letter page

Introducing Diphthong /ou/



10–15 minutes

Point to the pictures on the letter page and read the words under them. Ask the child what vowel sound is the same in the two words. Explain that the letters *ou* and *ow* can stand for the /ou/ sound. Point to the words at the bottom of the page and have the child read the words with you. Ask the child what he/she notices about each group of two words (they rhyme). Ask the child to point to the letters that stand for the /ou/ sound.

Word cards

Have the child sort the word cards into groups of rhyming words.

Blend Words



5–8 minutes

Letter cards:
s, p, r, o, u, t, n, h; Workmat

Give the child the letter cards *s, p, r, o, u,* and *t*. Say the word *sprout* and ask the child how many sounds he/she hears in the word (5). Remind the child that the letters *ou* stand for the /ou/ sound. Have the child spell the word *sprout* as he/she pushes the letters into the row of six boxes. Ask the child how many sounds he/she hears in the word *snout* (4). Ask the child which row of boxes on the workmat he/she needs to use to spell the word (5). Help the child find the letters and spell the word. Then ask the child how many sounds he/she hears in the word *shout* (3). Have the child find the letters that stand for the /sh/ sound. Then have the child find the letters that stand for the /ou/ and /t/ sounds. Ask the child which row of boxes he/she needs to spell the word (5).

Game cards

Spread the cards face down on the table. Have the child turn over two cards and read the words. If the words rhyme, the child gets to keep the words.

Teach High-Frequency and Story Words



5–8 minutes

Flash card: after

Read the new high-frequency word to the child as you hold up the flash card. Have the child look at the card and repeat the word. Then spell the word out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger.

Flash card: people

Read the story word with the child as you hold up the flash card. Have the child read the word several times.

Flash cards: complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 49: Diphthong /ou/ • Part 2

MATERIALS

Letter page

Letter cards:
complete set
except for u

Flash cards

Practice sheet

Decodable book:
*The Clown Who
Lost Her Smile*

Decodable book;
Take-home
practice sheet

Game cards;
Game boards

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the different spellings for the diphthong.

Give the child the letter cards and tell him/her that he/she is going to make as many words as he/she can with the /ou/ sound, using the letter cards. Remind the child that the letters *ow* can stand for the /ou/ sound. Words the child might make are: *brow, brown, cow, chow, how, plow, now, growl, howl, scowl, prowl*. If the child has difficulty thinking of words, help the child think of words to spell.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Have the child sound out each word in the row as he/she runs his/her finger under the letters. Then have the child say the whole word. Point out that the word *without* is made up of two words the child can read (with, out). If the child has trouble with the word *around*, show him/her how to split the words into two syllables and sound out each syllable (a/round).

Ask the child to read the review words in row 2. Point out the spellings for the variant vowel sounds in words like *all* and *who*. Point out the -y ending in *noisy*.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words. If he/she has difficulty sounding out a word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child what the problem was in the story and how it was solved.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

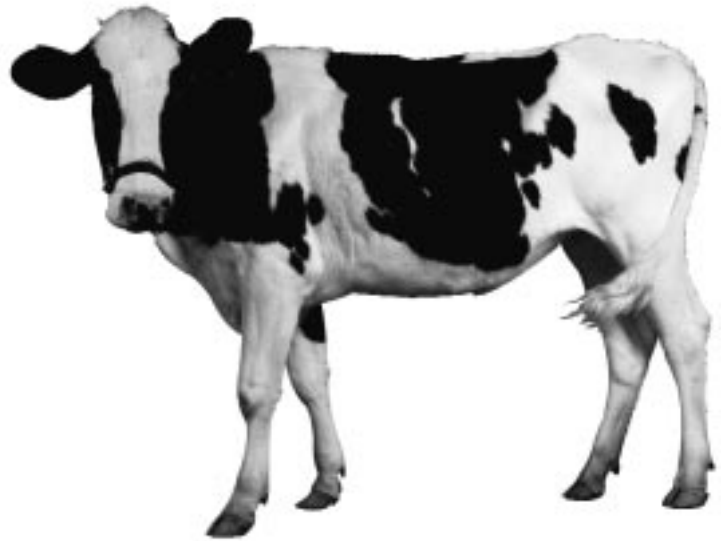
Optional Activity

If time permits, play the game from Part 1 again.

Diphthong /ou/



mouse



cow

blouse **house**

pout **trout**

grouch **couch**

cloud **proud**

bound **ground**

scour **flour**

chow **wow**

howl **prowl**



pound

round

sound

bounce

ounce

pounce

mouth

south

count

mount

fowl

howl

growl

chow

vow

now



s	h	o	u	t
n	p	r	w	g
b	c	l		



mouse

louse

clout

spout

couch

ouch

cloud

proud

bounce

flounce

hound

sound

brow

plow

scowl

fowl

after

there

people

one

put

some

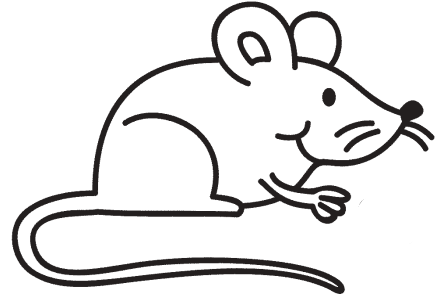
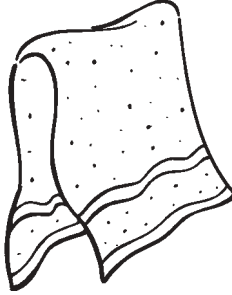
never

or

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	frown • cloud • clown • scowl growl • down • found • house around • grouch • without
2 Reviewed words	all • wrong • called • saw • noisy spoil • point • voice • who • too
3 New h-f words	she • he • some • they • one said • day • after
4 Reviewed h-f words	put • never • or • some • over • there
5 Phrases	frown and scowl cow in the house down on the ground
6 Sentences	The brown cow is in town. The cloud was on the ground.

INSTRUCTIONS: Have the child complete the sentences using words with diphthong /ou/.



1. Billy and Joy's mom told them to get dressed to go to _____.
2. Billy was wet so he dried off with a _____.
3. Billy and Joy drove _____ to town with their mom.
4. Joy bought a new _____.
5. Billy bought a toy _____.
6. Their mom bought a _____ of _____ beef.



ground

mouse

towel

south

gown

town

pound